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ABSTRACT

This report presents information about the condition of the University of Wisconsin system (UW) and its progress toward educational excellence. The first section, "Context and Capacity," describes the environment and resources available to the UW system to fulfill its mission as a context for understanding progress on the six goals presented in section 2. Section 2 describes the target or benchmark and the status of indicators associated with six UW accountability goals: (1) ensure widespread access to UW institutions and increase the pool of eligible traditional and nontraditional applicants; (2) increase the levels at which students persist in higher education and complete degrees; (3) improve learning competencies and provide learning experiences that foster the development of critical thinking skills; (4) provide a learning environment that fosters the ability to function in a dynamic world community; (5) enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship; and (6) maintain efficient and effective stewardship of resources. These goals, targets/benchmarks, and progress status are also summarized in chart form in an introduction to the report. Section 3 contains a compendium of other UW system reports, and appendix of data in table form, and technical notes. (Contains 27 figures and 9 tables.) (SLD)

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Achieving Excellence

The University of Wisconsin System Accountability Report 2001-02

UNIVERSITY OF WISCONSIN SYSTEM

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February 2002

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ACHIEVING EXCELLENCE

The University of Wisconsin System Accountability Report

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Status of UW Accountability Goals, 2001-02

Goal and Associated Indicators	Target/Benchmark	Status	Pg.
Goal I: Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants.			
Access to the UW System for Wisconsin HS Graduates	**Target**: Maintain a service rate of at least 32% for Wisconsin HS graduates. Also, reduce the gap in service rates between white students and students of color.	The fall 2000 UW System service rate for Wisconsin high school graduates was 32%; an increase of seven percentage points since Fall 1976. The service rate for students of color has remained stable at approximately 22%.	6
Access to the UW System for Non-Traditional Students	**Target**: Increase the number of non-traditional students consistent with EM-21.	For fall 2001, the first year of EM-21, enrollments of both non-traditional undergraduate and graduate students increased over fall 2000 levels.	7
Access to the UW System through Pre-College Programs	**Target**: Increase the number of students served by pre-college programs to achieve objectives of Plan 2008.	Participation in UW System multicultural and disadvantaged pre-college programs increased over 100% between 1996-97 and 1999-00.	7
Access to the UW System through Distance Education and Continuing Education Courses	**Target**: Continue the development of distance education courses in order to address the needs of Wisconsin residents.	Since 1995, both the number of available distance education courses and enrollments in these courses have more than tripled (up 32% and 74% respectively).	8
Goal II: Increase the levels at which students persist in higher education and complete degrees.			
Retention of New Freshmen from the First to Second Year	**Target**: Increase the proportion of new freshmen retained at the same UW institution for the second year to 82% for fall 2004 cohort. Also, reduce the gap in retention rates between white students and students of color.	Over 78% of fall 2000 new freshmen returned to the same UW institution for their second year. Nearly 72% of new freshmen of color returned for the second year to the same UW institution.	9
Six-Year Graduation Rates	**Target**: Increase to 64% the six-year graduation rate for fall 2004 new freshmen who graduate at any UW institution. Also, reduce the gap in graduation rates between white students and students of color.	For new freshmen entering a UW institution in fall 1995, 60.5% graduated within six years. For new freshmen of color, 42.0% graduated at a UW within six years of matriculation.	10
Academic Support Programs and Other Out-of-Classroom Retention-Related Activities	**Benchmark**: Utilize national benchmarks to evaluate performance.	The proportion of UW seniors responding to the National Survey of Student Engagement in Spring 2001 about the emphasis on providing academic support was consistent with national averages. The proportion of UW seniors who evaluated the quality of their academic advising as good or excellent was below the national average.	11

Goal III: Improve learning competencies and provide learning experiences that foster the development of critical thinking skills.			
Fostering Critical Thinking Skills	**Benchmark**: Utilize national benchmarks to evaluate performance.	Based on responses to the National Survey of Student Engagement, UW seniors evaluate their education consistent with national averages on the development and attainment of critical thinking skills.	12
Assessing Learning Competencies and Outcomes	**Benchmark**: Utilize national and state benchmarks to evaluate performance.	UW System students compare very well to state and national averages in post-baccalaureate tests.	12
Goal IV: Provide a learning environment that fosters the ability to function in a dynamic world community.			
Exploration of World Cultures	**Target**: Increase the proportion of Bachelor's degree recipients who have studied abroad to 25%.	The proportion of Bachelor's degree recipients who have studied abroad has been increasing steadily each year and currently stands at 8%.	14
Preparation for a Diverse World	**Benchmark**: Utilize national benchmarks to evaluate performance.	Responses by UW seniors on the National Survey of Student Engagement show responses to questions about diversity below the national average.	14
Goal V: Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship.			
Planned Learning Experiences Outside of the Classroom	**Benchmark**: Utilize national benchmarks to evaluate performance.	UW seniors participate more in internships, co-curricular activities, and work more with other students than seniors nationally.	16
Faculty Mentorship and other Out-of-Classroom Activities that Support Learning	**Benchmark**: Utilize national benchmarks to evaluate performance.	The proportion of UW seniors who work with faculty members outside of class and who discuss career plans with faculty members or advisors is at the national average. Almost one-fifth of UW seniors report working with faculty members outside of class on research, slightly below the national average.	16
Participation in Activities that Promote Good Citizenship	**Benchmark**: Utilize national benchmarks to evaluate performance.	The proportion of UW seniors who have done community service, participated in community-based projects, and positively evaluate their institutional experience for its influence on their voting behavior is at or above the national average.	17
Use of Technology in the Curriculum	**Benchmark**: Utilize national benchmarks to evaluate performance.	The proportion of UW seniors who use email to communicate with instructors is above the national average while the proportion utilizing electronic media is slightly below. Seniors' evaluations of institutional influence on information technology skills and knowledge is high and at the national average.	17

Goal VI: Efficient and Effective Stewardship of Resources.			
Condition of Classrooms and Maintenance of Other Facilities	**Target**: Reduce the gap between actual classroom technology levels and needed classroom technology levels. Also, reduce the maintenance backlog.	Substantial progress has been made in upgrading classrooms; but the need for modernized classrooms still exceeds current levels.	19
Human Resources	**Target**: Allocate at least 1% of UW System payroll to professional development.	The UW System has consistently spent at least one percent of its payroll on professional development activities for faculty and staff in recent years; current expenditures stand at 1.6%.	19
Utilization of Technology Resources	**Benchmark**: Assess progress by evaluating current survey results against 1998 and 1999 benchmarks from the UW System Survey of Technology Resources.	Results from the UW Survey of Technology Resources in 2000 indicate that a high proportion of faculty and students agree that computing and internet services were either very or somewhat available.	20
Allocation of Resources	**Target**: Increase the number of and growth of collaborative efforts. **Benchmark:** Utilize national benchmarks to evaluate performance in maintaining low administrative costs.	Over the past three years, enrollments in collaborative academic programs have grown substantially, a substantial number of articulation agreements with WTCS have been developed, and millions of dollars have been saved as a result of systemwide collaboration agreements. In 2000, less than 6% of the UW System's budget was designated for administrative costs compared to over 10% for the UW System's peers.	21
Average Number of Credits Taken by Bachelor's Degree Recipients	**Target**: Maintain the average number of attempted credits at or lower than 140.	UW System graduates attempt an average of 137 credits by the time they graduate, surpassing the target of 140.	22

SECTION I: Context and Capacity

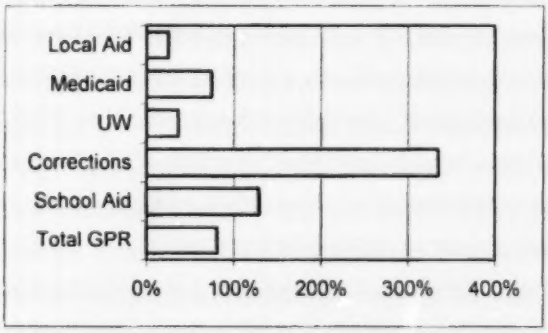
The UW System's achievements are influenced by the economic, social, political, and demographic environment in which the UW System operates. This section describes this environment and the resources available to the UW System to fulfill its mission as context for understanding progress on the six goals presented in Section II. The importance of the partnerships between the State and University is reflected in the relationship of the University and State budgets, Wisconsin's demographics and the makeup of the UW System student population, the affordability of a UW education and State support for higher education, and the contribution of the UW System to Wisconsin's overall economic health.

Financial Resources

The UW System must compete with other priorities for limited state dollars.

- Over the last ten years, State appropriations of GPR to the UW System increased more slowly than other State priorities.
- GPR appropriations to the UW System increased by 36% between FY 1989 and 1999 while the CPI increased by 38%.

Ten Year Change in State GPR Appropriations Fiscal Year 1989-1999



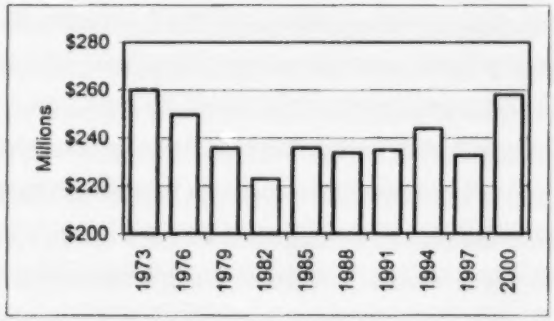
The UW System's funding sources have become more diverse.

- Between 1973-74 and 2000-01:
  - GPR appropriations declined from 52% to 32% of the total UW budget.
  - Tuition/fees rose from 13% to 17% of the total UW budget.
  - Gifts and grants rose from 20% to 30% of the total UW budget.
  - Program revenue increased from 15% to 21% of the total UW budget.
- FTE enrollment grew 10% over the same time period.

State funding has also been more volatile in recent years.

- State GPR appropriations declined substantially from 1973 through the early 1980s. Since that time, GPR appropriations have been volatile with significant increases and decreases.

GPR Appropriations to the UW System Adjusted for Inflation



- In the last ten years, the UW System experienced six base budget cuts totaling almost $55.5 million and additional one-time state-required budget lapses totaling more than $13.3 million. An additional large base reduction has been proposed for 2001-03.

The 1999-01 biennium saw the best GPR/fee budget in a decade, a halt in the five-year decline in faculty positions and enrollment growth of 2%. In addition, the UW System experienced a 17% growth in gifts and grants and maintained the lowest administrative overhead costs in the nation.

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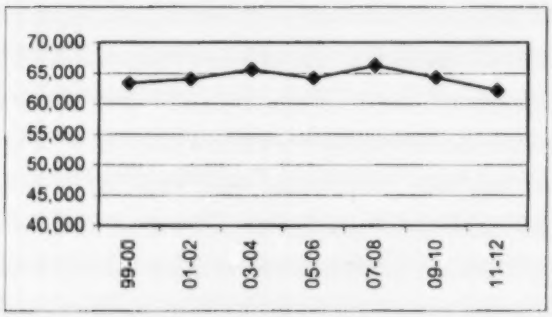
Student Demographics

The number of Wisconsin's high school graduates is projected to remain constant while demand for higher education by working adults is growing.

- The number of high school graduates is projected to remain relatively steady over the next few years, dipping slightly after 2010.

Wisconsin High School Graduates Projections to 2012



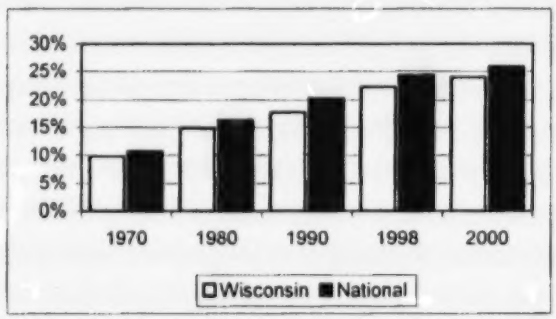
Demographics of the Wisconsin population are changing.

- Wisconsin's total population is projected to continue to grow modestly over the next decade and beyond; however, different population growth rates are projected to occur for different age groups:
  - The number of Wisconsin residents under 18 is expected to decline in the near future then rebound to its current level.
  - Wisconsin's traditional college age population (ages 18-24) is projected to decline over the next decade.
  - Future population growth will be driven by older age groups and non-white minorities.

Slightly fewer Wisconsin residents have a Bachelor's degree than the national average.

- In 2000, almost 26% of the national population age 25 and older had at least a Bachelor's degree.
- Despite high college-going rates, only 24% of Wisconsin residents had at least a Bachelor's degree in 2000.
- This reflects "brain drain" as Wisconsin college graduates take jobs out of state and fewer college graduates migrate into Wisconsin.

Proportion of Population Age 25 Years and Older With at Least a Bachelor's Degree Wisconsin and National Data



The UW System's Enrollment Management Plan (EM-21), adopted by the Board of Regents in June 2000, is designed to serve Wisconsin's changing demographic make-up. Wisconsin currently has one of the nation's highest service rates for public four-year higher educational systems. The UW System serves more than 32% of Wisconsin's high school graduates, the fourth highest service rate nationally. The UW System consistently admits more than 90% of Wisconsin resident applicants. EM-21 commits the UW System to maintain access for Wisconsin high school graduates while working to serve more adult, non-traditional students. It is projected that Wisconsin will be short 100,000 workers by 2010. The UW System's EM-21 plan would eliminate half of this shortfall.

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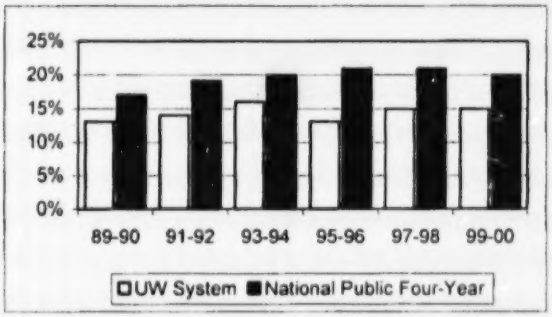
Affordability

The cost of attending a UW institution remains modest compared to costs at other similar institutions.

- The cost of attending a UW System institution continues to be lower than the cost of attendance nationally at both private and other public four-year institutions.
- The average cost of attendance for a resident undergraduate in the UW System is 17% less than the national average cost of attendance at public four-year institutions.
- One measure of the cost of higher education is college expenses relative to median household (family) income. Nationally, the average cost of attendance at public four-year institutions consumes 20% of family income, up two percentage points in the last decade.
- The average UW System cost of attendance consumes 15% of a typical Wisconsin family's income and has increased only one percentage point over the same period.

Cost of Attendance as a Percentage of Median Family Income



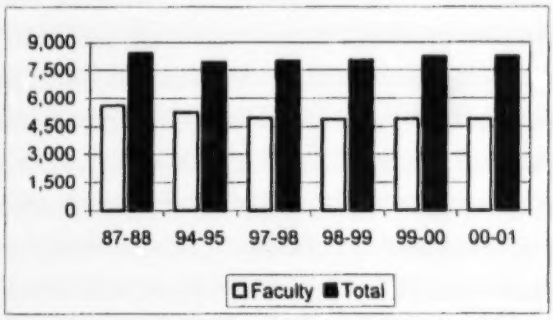
The UW System provides a nationally recognized high quality education at an extremely affordable price. A recent report by the Lumina Foundation for Education ranked Wisconsin 13th in accessibility for low-income undergraduates. The UW System is committed to continuing to provide an affordable education for the citizens of Wisconsin. However, continued State support, proportional to demand, is essential to achieve this commitment.

Instructional Resources

Instructional staffing has been adjusted in response to changes in funding levels and enrollment fluctuations.

- Total instructional FTE staff decreased somewhat from 1987-88 through 1994-95 and then increased slightly mirroring enrollment changes resulting from EM-I, II and III.
- Since 1987-88, the ratio of total FTE enrollment to total instructional FTE has remained relatively constant at approximately 17:1.
- However, as a result of budget cuts of 1995-1997, there was a decline of more than 500 faculty FTE. This decline was offset by an increase in instructional academic staff.

Total FTE Instructional Staff and Total FTE Faculty 1987-88 to 2000-01



- Instructional workload has generally remained constant over the last six years. See appendix for details.
- Systemwide, tenured/tenure track faculty members teach 60% of total student credit hours, instructional academic staff teach 32% of student credit hours, and teaching assistants teach the remaining 8% of student credit hours.

The elimination of faculty positions in 1995-1997 increased the proportion of student credit hours taught by instructional academic staff. The 1999-01 budget prevented further erosion in the ranks of tenured/tenure track faculty. However, further erosions may occur if the proposed base cut for 2001-03 is enacted.

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Technology

Keeping pace with rapidly expanding demands for increased technology is one of the major challenges facing higher education today.

- Base reallocations have shifted institutional funds, originally designated for another purpose, to support instructional technology initiatives and distance education.
- In the 1999-01 biennial budget, the state appropriated $2.7 million of the $22.5 million requested by the UW System Board of Regents to support the growing need for technology.
- In the 2001-03 biennial budget, the UW System requested a total of $16.8 million for increased information technology funding. None of this funding was provided in the final budget.
- Due to limited state funding, reallocations by UW institutions for 2001-02 are 9% higher than for 2000-01.
- In order to meet their academic needs, UW institutions will reallocate $15.7 million of base resources.

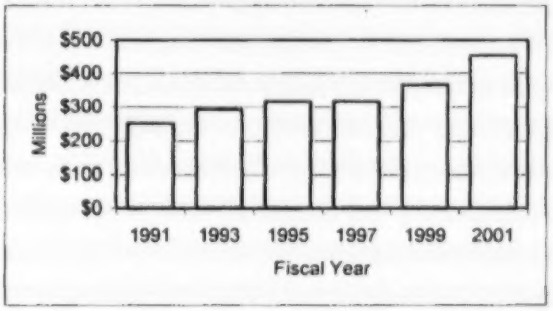
The UW System has supplemented State appropriations to upgrade technology by making substantial reallocations from its base. However, reallocations alone cannot keep pace with the expanding demands for replacing and upgrading equipment. Consequently, additional State support is needed to ensure that the UW System maintains its role as a leader in providing high quality education for the increasingly technologically sophisticated economy.

Research Funding

The UW System attracts significant extramural research funding.

- From fiscal year 1991 to 2001, Federal and privately-funded research increased from $251 million to $456 million.

UW System Extramural Research Expenditures FY 1991 – FY 2001



- Over the last ten years, more than $3.5 billion dollars obtained from extramural sources supported research throughout the UW System.
- Over 3,900 research staff, not including graduate assistants, were funded through extramural research support in FY 2001 with an economic impact of more than a billion dollars on the Wisconsin economy.

In addition, UW research results address genetic diseases, develop biotoxin vaccines, help burn victims, develop modern building materials, attack mental illness, and make discoveries in basic science that contribute to the quality of life in the future.

Economic Impact

The UW System has a major economic impact on the State of Wisconsin.

The UW System represents a major economic force in Wisconsin.

- The UW System's $3.3 billion budget generates an $10.6 billion annual impact on Wisconsin's economy.
- This is a payback of ten times the State's one billion dollar investment in UW institutions.
- UW System operations provide 145,000 Wisconsin jobs in communities large and small throughout the state.
- The UW System's most important impact is through its 25,000 skilled graduates annually.
- UW System graduates, on average, earn 73% more than high school graduates.
- Due to the higher salaries earned by college graduates, each UW graduating class contributes in excess of $300 million annually to the Wisconsin economy.
- Over a UW graduate's lifetime, $3 in tax revenue is generated for every $1 invested in the UW System.

In addition, UW System efforts foster new business, assist existing business, and promote innovation and the creation of new knowledge and enhance the work force through human capital formation. Higher incomes earned by skilled UW graduates benefit the whole state. Finally, UW institutions improve the quality of life through the performing arts and by improving health services offered in Wisconsin's communities.

SECTION II: Goals and Indicators

Goal I

Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants

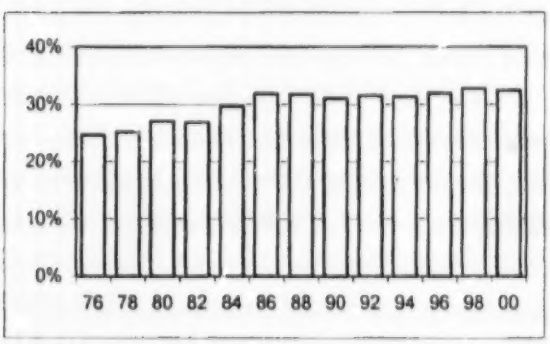
Access to the UW System for Graduates of Wisconsin High Schools

What proportion of Wisconsin high school graduates are served by a UW institution immediately after high school?

The UW System's mission is to provide access to a quality undergraduate education for the citizens of Wisconsin. A key measure, the service rate, is the proportion of Wisconsin high school graduates who enroll at a UW institution immediately following high school graduation. *The UW System's goal is to serve at least 32% of Wisconsin high school graduates.*

The fall 2000 UW System service rate was 32%. This service rate has increased seven percentage points since fall 1976 when the rate was 25%. The comparable national rate for public universities was 22% in fall 1998, the most recent year for which national data are available. In fall 2000, the UW System provided access to the vast majority of applicants seeking admission. Ninety-four percent of the Wisconsin new freshman applicants were admitted to at least one of the UW institutions to which they applied.

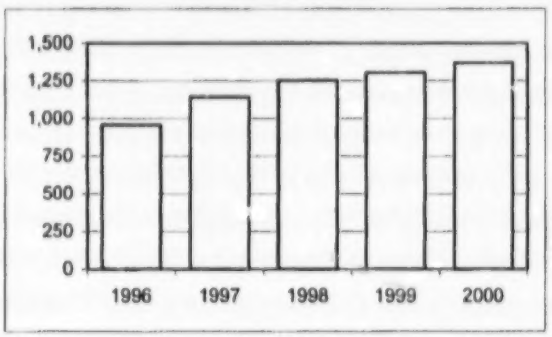
UW System Service Rates for Wisconsin Immediate New Freshmen Fall 1976 to Fall 2000



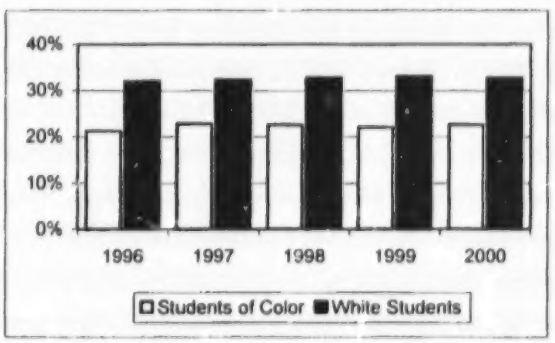
What is the UW System service rate for students of color?

Enrollments of immediate new freshmen of color grew by 43% between 1996 and 2000; however, the UW System service rate for students of color has remained stable at approximately 22% because the number of high school graduates of color grew at approximately the same pace over this time period. *The UW System's goal is to reduce the gap in service rates between white students and students of color.*

UW System Enrollments of Wisconsin Immediate New Freshmen of Color Fall 1996 to Fall 2000



UW System Service Rates for Wisconsin Immediate New Freshmen by Race/Ethnicity Fall 1996 to Fall 2000



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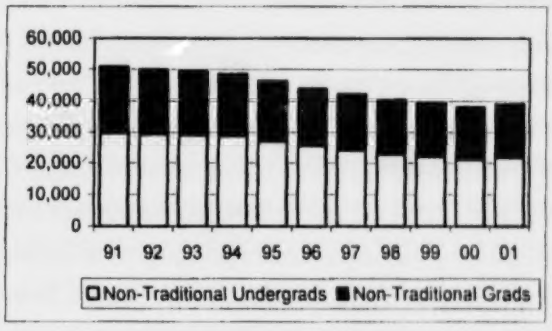
Access to the UW System for Non-Traditional Students

How well does the UW System serve non-traditional students?

Over the past decade, UW institutions have maintained access for Wisconsin traditional undergraduates while enrollments of non-traditional students declined from 50,980 in 1991 to 38,161 in 2000. In order to support the State's transition to a "new economy", based on high-skill and high-income jobs, the UW System has developed an enrollment management plan, EM-21, for fall 2001 through fall 2006. This plan focuses on attracting adult, non-traditional students without reducing access for traditional populations. For fall 2001, enrollments of both non-traditional undergraduate and graduate students increased slightly over fall 2000. *The UW System's goal is to increase the number of non-traditional students consistent with the EM-21 plan*. See appendix for details.

UW System Enrollment of Non-Traditional Students Fall 1991 to Fall 2001



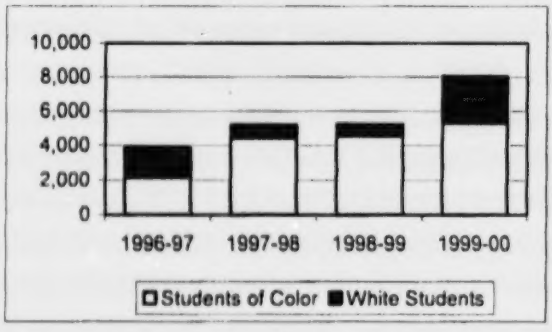
Access to the UW System through Pre-College Programs

How many elementary and secondary students are served by UW pre-college programs?

Pre-college programs work to ensure that students of color and economically disadvantaged students graduate from high school and are admissible to UW institutions. UW institutions provide many pre-college programs that address these issues in a variety of ways. *The UW System's goal is to continue increasing the number of students served by pre-college programs in order to achieve the objectives of Plan 2008*.

Participation in UW System multicultural and disadvantaged pre-college programs has increased from 3,855 students in 1996-97 to 8,050 in 1999-00. Recent evaluation of UW-Milwaukee's pre-college programs show that more than 44% of participants ultimately attended a post-secondary institution and 32% attended a UW institution.

UW System Enrollments in Multicultural/Disadvantaged Pre-College Programs



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Access to the UW System through Distance Education and Continuing Education Courses

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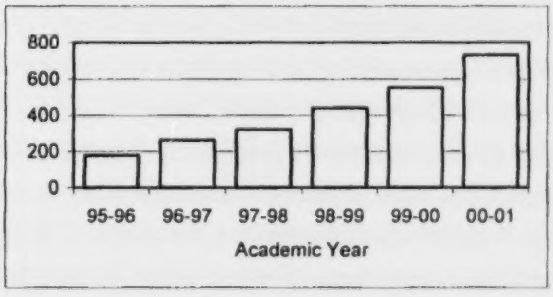
To what extent do distance education and continuing education courses facilitate access to UW institutions?

Distance education and continuing education courses provide access to UW institutions for people who live at a distance from a UW campus or who otherwise cannot attend a campus-based program. *The UW System's goal is to continue the development of distance education courses in order to address the needs of Wisconsin residents*.

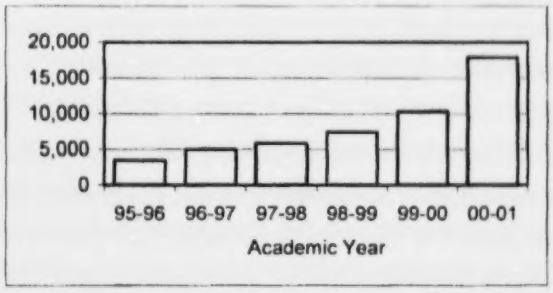
In order to provide access to as many constituents as possible, UW institutions are increasing the number of distance education opportunities. Since 1995, both the number of available distance education courses and enrollments in these courses have more than tripled.

Between 1999-00 and 2000-01, distance education course offerings increased by 178, an increase of 32%. Distance education course enrollments increased by 7,567, or 74%, between 1999-00 and 2000-01. See appendix for details.

UW System Distance Education Course Offerings



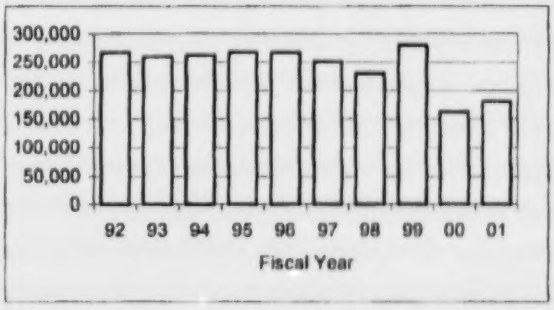
UW System Distance Education Course Enrollments



UW-Extension provides numerous opportunities for access to higher education for citizens of Wisconsin. Enrollments in non-credit continuing education courses ranged from 268,017 in FY 1992 to 181,521 in FY 2001. Non-credit continuing education courses provide citizens with a variety of vocational and avocational educational opportunities. UW institutions also use continuing education programming as a means to address various social and workforce development issues facing the state.

UW-Extension provides continuing education courses to meet market demand of professional organizations, business, and local governments. The end of a contract to provide pharmacy continuing education resulted in a decrease of approximately 103,000 enrollments from FY 1999 to FY 2000. This decrease has been partially offset by growth of 12% in FY 2001.

UW-Extension Continuing Education Annual Registrations in Non-Credit Courses



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Goal II

Increase the levels at which students persist in higher education and complete degrees

Retention of New Freshmen from the First to Second Year

What proportion of UW new freshmen return for the second year?

The successful completion of the first year of college is critical in the progression to a college degree. Students who start college and do not complete a degree are most likely to drop out between the first and second years. Positive experiences during the first year at college increase the likelihood that freshman students will persist to the second year and eventually to graduation. *The UW System's long-term goal is to increase to 82% the proportion of new freshmen retained to the second year at the same institution for the fall 2004 entering class.*

For the fall 2000 entering cohort, 78.8% of new freshmen returned to the same institution for the second year. This is above the national average of approximately 72%. See appendix for details.

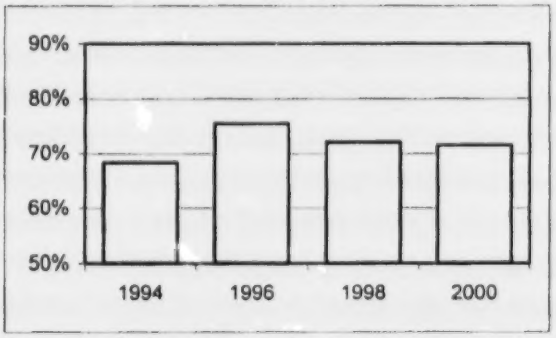
First to Second Year Retention Rates
UW New Freshmen
Retained at the Institution Where Started

Fall New Freshmen	2nd Year Retention Rates	
	Actual	Target
1994	76.6%	
1995	77.6%	
1996	78.2%	
1997	78.5%	
1998	78.5%	
1999	78.7%	78.4%
2000	78.8%	78.9%

What proportion of UW new freshmen of color return for the second year?

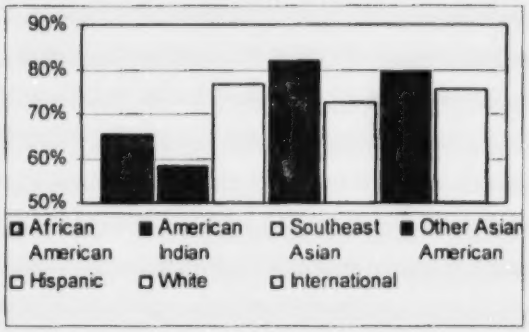
For fall 2000 new freshmen of color, 71.6% returned for the second year to the same UW institution. This proportion is higher than the second year retention rate for fall 1994 but lower than the rate for fall 1996 new freshmen of color. Second-year retention rates for students of color have remained relatively steady over the last few years. *The UW System's goal is to reduce the gap in retention rates between white students and students of color.*

First to Second Year Retention Rates
UW New Freshman Students of Color
Retained at the Institution Where Started



Differences occur in first to second year retention rates across race/ethnicity groups. For the fall 2000 entering class, retention rates vary from a high of 82.0% for Asian American students (non-Southeast Asians) to a low of 58.3% for American Indian students.

First to Second Year Retention Rates by Race/Ethnicity
Fall 2000 UW New Freshmen
Retained at the Institution Where Started



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Six-Year Graduation Rates

What proportion of UW new freshmen graduate within six years?

The six-year graduation rate is a standard national metric for assessing institutional performance. For full-time new freshmen entering UW institutions in fall 1995 (the most recent year for which six-year graduation rates can be computed), 54.2% graduated from the same institution within six years of matriculation. This same-institution graduation rate is higher than the most recently available national average of 47.9%.

An additional 6.3% of fall 1995 full-time new freshmen graduated at another UW institution for a system-wide six-year graduation rate of 60.5%. Although national data are available only for students who graduate from the institution where they started as new freshmen, the inclusion of students who graduate anywhere in the UW System recognizes the value of intra-system transfers, an important component of the UW System's mission. *The UW System's goal is to increase to 64% the six-year graduation rate at any institution for fall 2004 new freshmen*. See appendix for details.

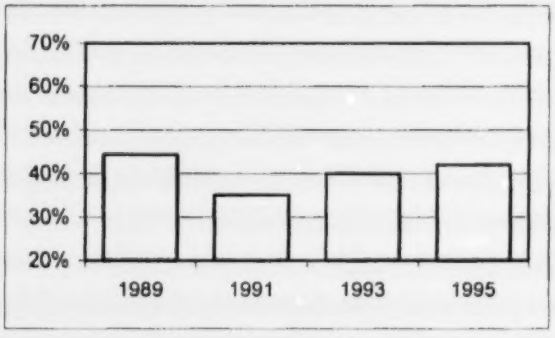
Six-Year Graduation Rates
UW New Freshmen
Graduated at Any UW Institution

Fall New Freshmen	6th Year Graduation Rates	
	Actual	Target
1989	59.9%	
1990	57.9%	
1991	56.9%	
1992	58.5%	
1993	59.5%	
1994	59.3%	59.0%
1995	60.5%	60.4%

What proportion of UW new freshmen of color graduate within six years?

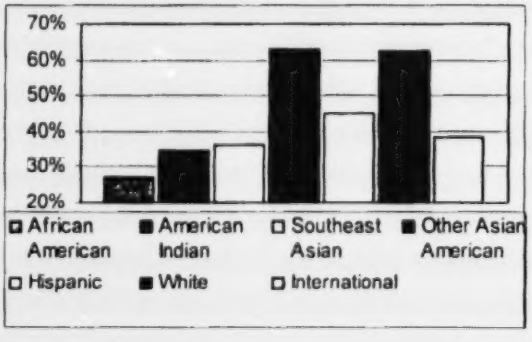
For fall 1995 new freshmen of color, 42.0% graduated within six years from a UW institution. This proportion is an increase from the six-year graduation rate for the 1991 entering class of new freshman of color (35.2%) but lower than the entering class of 1989. Six-year graduation rates for students of color have been slowly or steadily rising for the past few years. *The UW System's long-term goal is to reduce the gap in graduation rates between white students and students of color.*

Six-Year Graduation Rates
UW New Freshman Students of Color
Graduated at Any UW Institution



Just as first-to-second year retention rates vary by race/ethnicity, so do six-year graduation rates. For the 1995 entering class, six-year graduation rates for students graduating from any UW institution were highest for Asian American students (non-Southeast Asians), 62.9%, and lowest for African American students, 27.2%.

Six-Year Graduation Rates by Race/Ethnicity
Fall 1995 UW New Freshmen
Graduated at Any UW Institution



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Academic Support Programs and Other Out-of-Classroom Retention-Related Activities

How well do UW institutions provide academic and other support services to students?

Academic support programs and other retention-related activities outside of the classroom are critical to the progression from matriculation to graduation. Access to quality advising by either faculty members or professional academic advisors provides the support needed to help students choose a major, select appropriate courses, meet institutional and college requirements, and graduate in a timely manner. Other student support services including orientation, personal counseling, and tutoring, assist with the transition to college and academic challenges that could, if not properly addressed, impede or delay progress to graduation. *By comparing itself to national benchmarks, the UW System will assess how well it provides academic advising and other academic support services to students.*

The National Survey of Student Engagement (NSSE) was administered to a randomly selected group of UW freshman and senior students in the spring of 2001. In this survey, students in their senior year of study were asked to evaluate the quality of academic advising received and the extent to which their institution emphasized providing the support needed to help them succeed academically.

Consistent with national averages, three-fifths (60%) of UW seniors surveyed said their institution put quite a bit or very much emphasis on providing the support needed to succeed academically. Nationally, approximately three-fifths of seniors evaluate the academic advising they received as good or excellent. For the UW, a slightly lower proportion of seniors, 57%, evaluated the quality of their academic advising as good or excellent. These responses from seniors surveyed echo evaluations of academic support and academic advising from alumni reported in last year's *Achieving Excellence* report.

National Survey of Student Engagement
Spring 2001

		UW System	National
Extent to which seniors believe their institution emphasizes providing the support they need to succeed academically (quite a bit or very much)		60%	61%
Overall evaluation of the quality of academic advising seniors say they have received (good or excellent)	*	57%	61%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal III

Improve learning competencies and provide learning experiences that foster the development of critical thinking skills

Fostering Critical Thinking Skills

How well does a UW undergraduate education promote and foster critical thinking skills?

Critical thinking skills include the ability to draw conclusions, analyze information, solve complex problems, clearly express original thought, and be objective. Critical thinking skills are one of the most essential and fundamental outcomes of learning and the foundation of a well-rounded educational curriculum. Virtually all UW faculty members surveyed last year believe that it is important for undergraduate students to develop these skills. *The UW System will assess how well it fosters the development of critical thinking skills by comparing itself to national benchmarks.*

The National Survey of Student Engagement (NSSE) was administered to a randomly selected group of UW freshman and senior students in the spring of 2001. These students were asked about the extent to which their UW institution emphasized the skills and experiences known to foster the development of critical thinking.

More than three quarters (between 75% and 83%) of UW seniors said that their institution placed quite a bit or very much emphasis on applying concepts or theories to practical problems, analyzing the basic elements of an idea and overall institutional experiences related to the development of critical thinking skills. All of these responses are consistent with national averages and the differences are not statistically significant.

National Survey of Student Engagement
Spring 2001

	UW System	National
Extent to which seniors believe their experiences have contributed to their knowledge, skills and personal development in thinking critically and analytically (quite a bit or very much)	83%	84%
Extent to which seniors say their coursework that year emphasized applying theories or concepts to practical problems or in new situations (quite a bit or very much)	75%	76%
Extent to which seniors say their coursework that year emphasized analyzing the basic elements of an idea, experience or theory (quite a bit or very much)	82%	84%

In this table, none of the differences was significant.

Assessing Learning Competencies and Outcomes

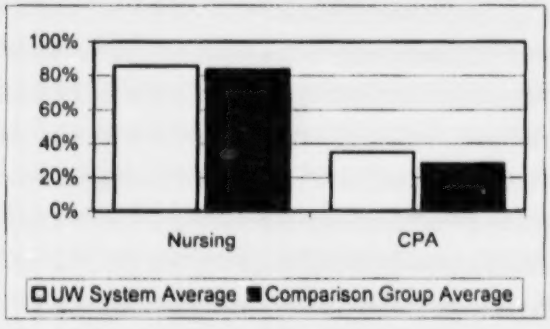
How well does a UW undergraduate education prepare students for their chosen careers and/or for further graduate study?

In addition to providing a well-rounded education, the undergraduate experience prepares students for professional careers and provides the foundation for graduate study. The assessment of learning competencies, or the requisite skills and knowledge essential for competency in a profession or career, can be measured by performance on standardized post-baccalaureate examinations. Pass rates or average scores on these examinations are commonly utilized as undergraduate educational outcome measures. *The UW System will assess how well it prepares students for careers and/or graduate study by comparing UW students' scores on post-baccalaurate examinations to national and state benchmarks.*

In 2000, 425 UW graduates took the Professional Nursing Programs National Council Licensure Examination (NCLEX-RN). Passage of this exam is necessary to be licensed as a registered nurse. Eighty-six percent (86%) of UW graduates who took the examination for the first time passed. This rate compares favorably to the national average of 84%.

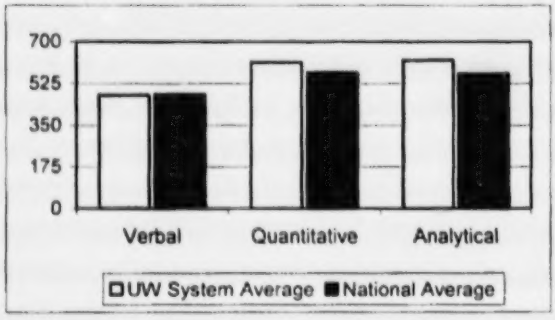
UW graduates who took the Wisconsin Uniform CPA Examination for the first time, a state examination required to be a certified public accountant, had a passage rate of 35% on all four examination parts. The comparable state average for graduates of all Wisconsin institutions is 28%.

Pass Rates on the National Nursing Licensure Examination and the State CPA Exam UW System and Comparison Group Averages 2000



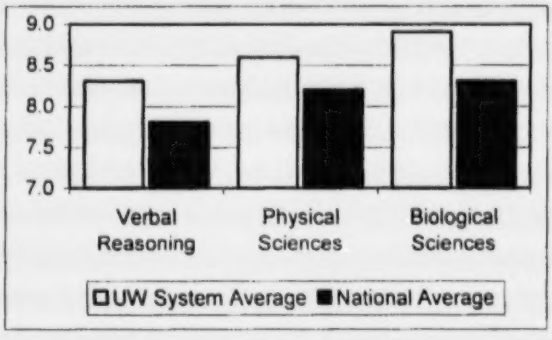
UW graduates who took the Graduate Record Examination (GRE) in 2000, the most common entrance examination required for graduate school admission, performed well compared to national averages. The average score of UW graduates on the verbal section, 474, was the same as the national average. The average score of UW graduates on the quantitative section, 611, exceeded the national average score by 39 points. The average score of UW graduates on the analytical section, 620, exceeded the national average score by 55 points.

Graduate Record Examination (GRE) Scores Average Scores of UW Graduates and Graduates Nationally 2000



The Medical College Admissions Test (MCAT) was taken by 571 UW students in 2000. This examination is a large determinant of an applicant's admissibility to medical school. UW students scored well above national averages on all three sections.

Medical College Admissions Test (MCAT) Average Scores of UW Graduates and Graduates Nationally 2000



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Goal IV

Provide a learning environment that fosters the ability to function in a dynamic world community

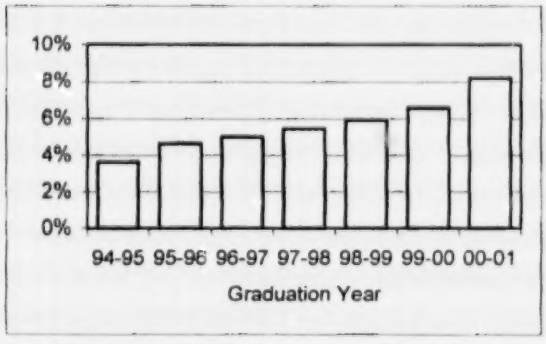
Exploration of World Cultures

How well is the UW System doing in providing an opportunity for students to explore world cultures?

The ability to function in a global society has never been more important. An individual's ability to live and work in a dynamic world community necessitates a basic understanding of one's own and other cultures and a respect for and appreciation of cultural differences. In addition to the on-campus presence of international students and faculty, UW institutions offer international exchange and study abroad opportunities to help students gain these valuable skills. *The long-term goal of the UW System is to increase the proportion of Bachelor's degree recipients who have studied abroad to 25%.*

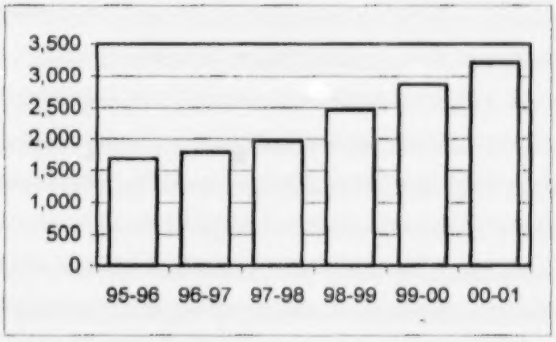
The proportion of Bachelor's degree recipients who studied abroad for one semester or longer as an undergraduate has increased from 3.7% in 1994-95 to 8.2% in 2000-01. This proportion has increased slightly but steadily each year. The proportion of Bachelor's degree recipients who studied abroad grew by more than 1.5 percentage points between 1999-00 and 2000-01. See appendix for details.

Proportion of UW Bachelor's Degree Recipients Who Studied Abroad



The number of students taking advantage of UW study abroad opportunities during a given year, including partial semester opportunities, has increased 157% since 1994-95. The number of students studying abroad has increased steadily each year. During the 1994-95 academic year, 1,251 students studied abroad. This number increased to 3,212 during the 2000-01 academic year. The number of students studying abroad in 2000-01 represents an increase of 12% (347 students) over 1999-00. See appendix for details.

UW Students Studying Abroad
Unduplicated Annual Headcount



The UW System is committed to reducing the financial barriers that may prohibit needy students from taking advantage of study abroad opportunities. In 2000-01, 489 UW students were able to study abroad with help from the UW System's Study Abroad Grant Program.

Preparation for a Diverse World

How well is the UW System doing in preparing students for a diverse world?

One aspect of a well-rounded education is the exposure to a diverse group of people, cultures, beliefs, opinions and attitudes. *The UW System will evaluate its success in this area against national benchmark data.*

The National Survey of Student Engagement (NSSE) was administered to a randomly selected group of UW freshman and senior students in the spring of 2001. In this survey, students were asked about their interactions

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with a diverse group of fellow students and the degree to which their institution fosters this type of interaction. Slightly more than half (55%) of the UW seniors who were surveyed said that they often or very often had serious conversations with other students whose religious beliefs, political opinions, or personal values differed from their own. This is somewhat below the national average of 59%.

Forty-seven percent (47%) of the UW seniors surveyed said that their institution had contributed quite a bit or very much to their knowledge, skills, and personal development in understanding people of different racial and ethnic backgrounds. This is below the national average of 54%.

This information does not match responses from the UW alumni reported in last year's *Achieving Excellence* report. In that survey, three questions about diversity showed the UW above national averages.

National Survey of Student Engagement
Spring 2001

		UW System	National
Extent to which seniors have had serious conversations during the year with other students whose personal values, political opinions, or religious beliefs differ from their own (often or very often)	*	55%	59%
Extent to which seniors believe their institution has contributed to their knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds (quite a bit or very much)	*	47%	54%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal V

Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship

Planned Learning Experiences Outside of the Classroom

How well does the UW System provide opportunities for learning outside of the classroom?

Experiences such as cultural events, guest speakers, participation in student organizations, experiential learning/field studies and other out-of-classroom activities provide an opportunity for students to apply what they learned in the classroom, develop a sense of community among fellow students and faculty members, and learn new skills. These experiences augment classroom learning and contribute to a complete undergraduate experience. *The UW System will assess its progress in providing planned learning experiences outside of the classroom by comparing itself to national benchmarks*.

The National Survey of Student Engagement (NSSE) was administered to a randomly selected group of UW freshman and senior students in the spring of 2001. More than three quarters (78%) of the seniors responded to this survey that they had participated in a practicum, internship, field experience, or clinical assignment during their undergraduate study. This proportion is above the national average. Almost three-fifths (59%) of UW seniors participate in co-curricular activities, above the national average of 52%. More than three-fifths (62%) of seniors report that they work with classmates outside of class in order to prepare class assignments. This proportion is also above the national average of 56%.

National Survey of Student Engagement
Spring 2001

		UW System	National
Proportion of seniors who have done a practicum, internship, field experience, co-op experience, or clinical assignment (yes)	*	78%	70%
Proportion of seniors who participate in co-curricular activities (yes)	*	59%	52%
Proportion of seniors who have prepared for class, during the current year, with classmates outside of class (often or very often)	*	62%	56%

*Indicates difference between UW System average and National average is significant at the .05 level.

Faculty Mentorship and Other Out-of-Classroom Activities that Support Learning

To what extent do UW faculty members mentor students and provide other support outside of the classroom?

Mentoring by faculty members plays a significant role in fostering student success. By advising, counseling, and mentoring students, faculty members help to build a supportive learning environment. *The UW System will assess its progress in providing faculty support to students by comparing itself to national benchmarks*.

As reported last year, almost three quarters of alumni surveyed reported working with faculty members on a research project. This year, UW seniors responded to questions on the National Survey of Student Engagement (NSSE) about their experiences working with faculty members outside of the classroom. At both the UW and nationally, almost one in five reported working with faculty members, that same year, on research projects outside of course or program requirements. A similar result was obtained when seniors were asked about interactions with faculty members outside of courses. A more common interaction between seniors and faculty members appears to be in discussing career plans. Consistent with national averages, almost two-fifths of seniors (38%) had discussed career plans with a faculty member or advisor.

National Survey of Student Engagement
Spring 2001

		UW System	National
Seniors who worked, during the same academic year, with faculty members on activities other than coursework (often or very often)		18%	17%
Proportion of seniors who report working with a faculty member on a research project outside of course or program requirements (yes)	*	19%	22%
Seniors who report discussing career plans with a faculty member or advisor during that school year (often or very often)		38%	37%

*Indicates difference between UW System average and National average is significant at the .05 level.

Participation in Activities that Promote Good Citizenship

How well does the UW System prepare students to be responsible community members and good citizens?

Good citizenship is expressed through community service, membership and participation in civic groups, leadership in political causes, and other socially conscious activities. Preparing students to be good citizens is an important goal of the UW System. *Assessment of success in this area will be evaluated by comparisons to national benchmarks*.

UW seniors' responses to questions on the National Survey of Student Engagement (NSSE) in the area of volunteer work, course-based community service, and voting behavior are at or above national averages. Sixty-three percent (63%) of UW seniors report having participated in community service or volunteer work. This is above the national average of 58%. Twelve percent of UW seniors report having participated very often or often in a community based project as part of a course. This proportion is at the national average. Twenty-seven percent (27%) of UW seniors state that their institutional experience has contributed quite a bit or very much to their knowledge, skills and personal development in voting behavior. Although slightly above the national average of 26%, the difference is not statistically significant.

National Survey of Student Engagement
Spring 2001

		UW System	National
Proportion of seniors who have done community service or volunteer work (yes)	*	63%	58%
Proportion of seniors who have participated in a community-based project as part of a regular course (often or very often)		12%	11%
Extent to which seniors say that their institution has contributed to this knowledge, skills, and personal development in voting in state, local, or national elections (quite a bit or very much)		27%	26%

*Indicates difference between UW System average and National average is significant at the .05 level.

Use of Technology in the Curriculum

How well is technology incorporated into the undergraduate curriculum?

The integration of technology into academic programs allows students to gain valuable computer skills and competencies and provides students an opportunity to apply these skills. These skills serve students well as they enter the job market or continue their education. *The UW System will assess its progress in incorporating technology into the undergraduate curriculum and strives to equal or exceed national benchmarks*.

UW students, responding to questions on the National Survey of Student Engagement (NSSE), were asked about their use of e-mail to communicate with an instructor, their use of the electronic media to complete assignments and the degree to which their institution has contributed to their knowledge of computer and information technology. More than two-thirds

(68%) of UW seniors use e-mail often or very often to communicate with instructors. This is above the national average of 65%. More than half (55%) of UW seniors surveyed said they had used electronic media tnat year to complete assignments. This was below the national average of 57%.

A substantial proportion (71%) of UW seniors report that their institution has contributed to their skills with and knowledge of computing and information technology. This proportion is not statistically different from the national average of 72%.

National Survey of Student Engagement
Spring 2001

		UW System	National
Seniors' estimation of how often they used email, during that year, to communicate with an instructor (often or very often)	*	68%	65%
Seniors' estimation of how often they used electronic media, during that year, to complete assignments (often or very often)	*	55%	57%
Proportion of seniors who state that their institutional experience has contributed to their knowledge, skills, and personal development in using computing and information technology (quite a bit or very much)		71%	72%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal VI

Efficient and Effective Stewardship of Resources

Condition of Classrooms and Maintenance of Other Facilities

How "technology-ready" are UW System's classrooms?

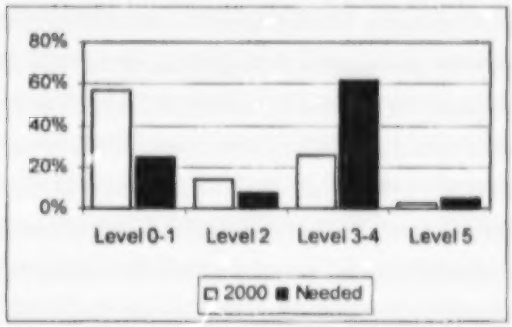
Technological advances over the past decade have dramatically altered traditional models of teaching and learning with electronic media playing an increasingly vital role in today's university curriculum. Both student and faculty expectations for access to technology-ready classrooms have risen in recent years. This has resulted in a substantial unmet demand for classrooms that offer the requisite equipment needed in today's technological classroom.

Since 1995, substantial progress has been made in upgrading classrooms, moving the UW System closer to desired classroom technology levels. Over $30 million ($27.8 million GPR funding and $2.2 million non-GPR funding) has been expended over the past six years to update nearly 300 classrooms, provide updated environments and contemporary technology, and install higher capacity data wiring in selected buildings at all institutions.

The UW System classifies its classroom technology readiness on a six-point scale ranging from a Level 0 classroom, which does not meet even basic classroom technology standards, to a Level 5 classroom, which is capable of fully supporting distance education with a two-way video system.

Overall, the UW System (excluding UW Colleges) has over 1,700 general assignment classrooms of varying sizes, encompassing over 1.4 million square feet. Approximately 60% of these essential instructional spaces still require some degree of remodeling and/or technology improvements. *Progress in this area will be measured by closing the gap between actual and needed technology levels.*

Actual versus Needed Classroom Technology Levels



How well is the UW System doing in maintaining its facilities?

The UW System recognizes its responsibility to preserve the significant investment it has in facilities and has developed a comprehensive approach to ensure that adequate routine, preventive and major maintenance occurs. A facilities asset management program was implemented to assess the deferred and cyclical maintenance needs related to facilities and to keep an ongoing inventory of those needs. In December 2000, a ten-year plan was adopted by the Board of Regents to eliminate the identified $800 million backlog in deferred maintenance and to fund ongoing cyclical maintenance needs as they occur.

As part of the 2001-03 capital budget, the Board of Regents requested $275 million of GPR to start implementing the ten-year plan. However, only $169 million was provided. For the 2003-05 capital budget, the backlog of GPR facilities will be reassessed and funding will be requested to address the need. *Progress in this area can be assessed by a reduction in the maintenance backlog.*

Human Resources

Does the UW System allocate adequate funds to faculty and staff professional development?

In order to provide quality instructional and support services, UW faculty and staff need to update their skills and keep current in their

chosen professional areas. Participation in ongoing training, professional organizations, and attending conferences allow faculty and staff members to develop professionally in order to serve students better. *The UW System's goal is to maintain an allocation of at least 1% of its payroll to professional development.*

The UW System has consistently spent at least one percent of its payroll on professional development activities for faculty and staff in recent years. These activities include conference travel and specific career-related training. Although the actual dollars spent on professional development have increased from $16.7 million in 1996-97 to $22.3 million in 2000-01, the proportion of these dollars to the total payroll has remained constant at 1.6%.

UW System Professional Development Expenditures

Year	Annual $ (Millions)	% of Payroll
1996-97	16.7	1.5
1997-98	18.6	1.6
1998-99	19.2	1.6
1999-00	20.4	1.6
2000-01	22.3	1.6

Sabbaticals are also an important professional development activity for faculty members. In 1999-00, the latest year for which data are available, $9.5 million was committed to faculty sabbaticals increasing the total proportion of payroll spent on professional development to 2.4%.

Utilization of Technology Resources

How accessible are the UW System's computing services and technologies to students and staff members?

Providing accessible and modern computing facilities is critical to UW System's teaching, research and public service mission in the 21st century. Accessible and modern computing facilities also serve to attract quality faculty and students. In order to expand the UW System's technology infrastructure and the distributed learning system to meet demands for upgraded computers, improved access, support and training, the UW System must explore both re-allocation of current dollars and new funding initiatives. *The UW System will assess its progress in this area by evaluating future survey results against 1998 and 1999 benchmarks.*

Responses to the UW Survey of Technology Resources in 2000 were used to assess faculty and student satisfaction with technology resources and their needs in this area. The proportion of faculty and students agreeing that computing and Internet services are either very or somewhat available is very high. While the proportion of faculty members who are satisfied with the availability of general computing services and Internet services has increased since previous administrations of the survey, the proportion of students who are satisfied with both general computing services and Internet services has decreased slightly. Nonetheless, nine out of ten UW students surveyed positively evaluated the availability of these services.

UW System Survey of Technology Resources
Proportion Rating Services
as Very Available or Somewhat Available
1998, 1999, 2000

	1998	1999	2000
General computing services			
Faculty	74%	82%	86%
Student	93%	93%	89%
Internet Services			
Faculty	81%	88%	90%
Student	94%	94%	91%

The proportion of faculty who are either satisfied or very satisfied with the quality of information technology resources remained at 71%. The proportion of students who are either very satisfied or satisfied with the quality of information technology resources rose slightly to 77%. Students are slightly more satisfied than faculty members with the quality of these resources.

UW System Survey of Technology Resources
Proportion Rating Satisfaction
as Very Satisfied or Satisfied
1998, 1999, 2000

	1998	1999	2000
Information technology resources			
Faculty	68%	71%	71%
Student	74%	75%	77%

Allocation of Resources

How successful is the UW System in managing its resources creatively, efficiently, and collaboratively?

In order to leverage its resources, the UW System encourages and promotes collaborative efforts among its institutions and with others through partnerships. The UW System seeks collaboration in both academic and administrative areas to operate efficiently and effectively. *Progress in this area can be demonstrated by the number and growth of such collaborative efforts.*

Examples of collaborative academic initiatives within the UW System include the collaborative foreign language program, the nursing consortium, and the MBA consortium. Enrollments in these programs have doubled over the past three years.

UW System Fall Enrollments
Collaborative Academic Programs

	1999	2000	2001
Collaborative Foreign Language Program	98	133	204
Collaborative Nursing Program	187	152	259
MBA Consortium	29	192	159
Total	**314**	**477**	**622**

Another example of collaborative academic activity is in the relationship between the UW System and the Wisconsin Technical College System (WTCS). Currently, the WTCS and UW institutions have more than 400 individual program-to-program articulation agreements. These agreements have been developed between specific institutions in areas where these is a direct alignment between academic programs. For fall 2001, the five UW institutions offering Bachelor of Science in Nursing degrees signed an agreement allowing students with a WTCS associate degree in nursing to transfer into the Collaborative Nursing Program with junior standing. Other collaborative academic efforts currently include the enhancement of UW degree completion program for WTCS students, expanding the transferability of general education requirements, and joint efforts to address the State's economic need for graduates in certain high-demand programs.

Over the past several years, efforts have been made to save money by collaborating on administrative software and other software licensure. Examples of past collaborative administrative efforts among UW institutions include the Shared Financial System, the PeopleSoft Student Information System, the ESRI Geographical Information System, common library automation software, and license agreements with Oracle and Microsoft. In FY 2001, systemwide software licensure agreements for First Logic, Informatica, and Brio reduced costs by $9.5 million. Without these licensure agreements, per-campus costs would have been prohibitive and would have prevented campuses from utilizing these useful products.

Systemwide Software Licensure Agreements

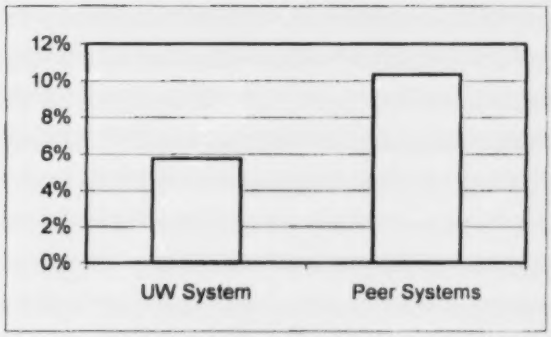
	Price by Campus	Systemwide Cost	Cost Avoidance
First Logic	$3,300,000	$598,500	$2,701,500
Informatica	$3,800,000	$296,250	$3,555,000
Brio	$4,000,000	$697,499	$3,302,501
Total	**$11,100,000**	**$1,592,249**	**$9,559,001**

How do the UW System's administrative costs compare to its peer systems?

Keeping administrative costs low allows institutions to concentrate resources on instruction. The UW System takes pride in setting the benchmark for low administrative costs compared to peer institutions. *The UW System will assess its success in maintaining low administrative costs by comparing itself to national benchmarks.*

In 2000, 5.8% of the UW System's budget was designated for administrative costs. In comparison, the UW System's peers allocated an average 10.4% of their budgets to administrative costs.

Percent Budgeted for Administrative Costs
UW System and Peer University System Averages
Fiscal Year 2000



Average Number of Credits Taken by Bachelor's Degree Recipients

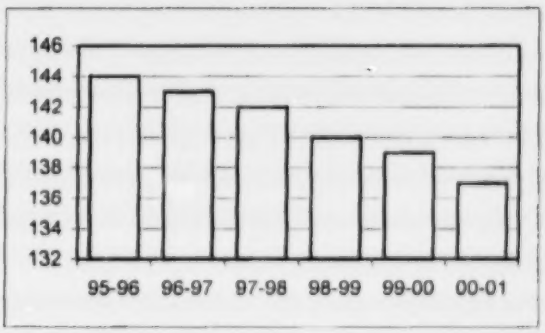
What is the average number of credits taken by UW System students earning Bachelor's degrees?

The UW System recognizes that students benefit from exploring new fields, taking extra classes for improved job marketability or for personal development, and completing more than one major or a certificate program in addition to their primary majors. However, these desires need to be balanced with the need for UW institutions to accommodate new students who would like to begin their undergraduate studies. For this reason, all UW institutions, with the exception of certain professional degree programs, have reduced the total number of credits required for graduation to 120-128. This allows students to take more credits than required for graduation but not at the expense of access for others.

Several factors influence the number of credits that undergraduate students take while earning Bachelor's degrees. Students often change majors, transfer to other UW institutions and take extra electives. Institution controlled factors include the number of credits required for degree completion, course availability, the availability of and quality of academic advising, and the number of credits accepted for transfer. As of 1998, all UW institutions have four-year graduation contracts. UW institutions have also made great strides in ensuring the availability of required courses, improving advising and transfer processes, and encouraging students to earn college credit in high school.

As a result of these efforts, 2000-01 UW graduates took an average of 137 credits between the time they were new freshmen and the awarding of their Bachelors degrees. By reducing credits to degree from 145 in 1993-94 to 137 in 2000-01, the UW System has surpassed the target of 140 set by the Board of Regents. See appendix for details. *The UW System's goal is to maintain or slightly decrease this average in future years.*

Average Number of Attempted Credits
UW Students Earning Bachelor's Degrees
1995-95 to 2000-01



In addition to credits to degree, time to degree is another measure of efficiency. Time to degree has been relatively stable over the last several years. As the UW System increases the number of non-traditional students, time to degree measures will likely change since enrollment patterns of non-traditional students differ from those of traditional students. As a consequence, the UW System will need to develop a new method of assessing time to degree in the future.

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SECTION III: Compendium of Other UW System Reports

1) Enrollment Management – 21

Contact: Office of Budget and Planning/Office of Policy Analysis and Research
Presented to the Board of Regents in June 2000
Focuses on balance of enrollments with available resources to provide quality education

2) Report on the Recommendations of the Accountability Task Force

Contact: Office of Policy Analysis and Research
Presented to the Board of Regents in June 2000
Provides the blueprint for *Achieving Excellence:* The University of Wisconsin System Accountability Report

3) Accountability for Achievement Report

Contact: Office of Policy Analysis and Research
Published in December 1998
Final iteration of the first mandated UW System accountability report

4) University of Wisconsin System Fact Book

Contact: Office of University Relations
Published in 2001
Offers academic, financial, faculty and general data

5) President's Report

Contact: Board of Regents Office
Published in 1999
Focuses on the "Wisconsin Idea"; Reports on the benefits of the UW System to the broader community

6) Introduction to the University of Wisconsin System

Contact: Office of University Relations
2001-02 edition
Offers practical information for prospective students, parents and other interested citizens of Wisconsin

7) Annual Financial Report

Contact: Office of Financial Administration
Published in 2001
Provides detailed information on revenue sources and expenditures

8) University of Wisconsin System Report on Efficiencies and Effectiveness

Contact: Office of Financial Administration
Presented to the Board of Regents in April 2000
Focuses on administrative and instructional efficiencies, as well as the effectiveness and efficiency of student support

9) Report of the Joint Administrative Committee on Academic Programs (JACAP)

Contact: Office of Policy Analysis and Research
Published in 2001
Information on enrollment, demographics and outcomes of transfer students

10) Program Review and Planning in the UW System

Contact: Office of Academic Affairs
Presented to the Board of Regents in December 2001
Provides information on approval of programs, program reviews and accreditation

11) The University of Wisconsin Mission

Contact: Board of Regents Office
Revised in August 1999
Provides information on system-wide and institutional missions

12) Equality for Women in the University of Wisconsin System

Contact: Office of Women's Issues
Prepared in 2000
Presents findings and recommendations from the Committee on the Status of Women in the University of Wisconsin System

13) Minority and Disadvantaged Student Annual Report

Contact: Office of Multicultural Affairs
Published in April 2001
Presents a wide range of data related to diversity and fulfills legislative requirements

14) 2001-2003 University of Wisconsin System Information Technology Plan

Contact: Office of Learning and Information Technology
Prepared in 2001
Presents plans for system-wide and campus-specific technology infrastructures

15) Universal Access Whitepaper

Contact: Office of Learning and Information Technology
Published in March 2000
Presents system-wide findings regarding the demand for access to various forms of information technology

16) Plan 2008

Contact: Office of Multicultural Affairs
Presented to the Board of Regents in June 1999
Presents the UW System's plans for promoting racial and ethnic diversity

17) Remedial Education in the UW System

Contact: Office of Policy Analysis and Research
Presented to the Board of Regents in May 2000
Presents information regarding students requiring Math and English remediation

18) The Study of the UW System in the 21st Century

Contact: Board of Regents Office
Report by the Board of Regents, presented in June 1996
Addresses the unique challenges facing the UW System and makes recommendations related to affordability, quality, student learning and other key issues

19) The University of Wisconsin System Distance Education Activity

Contact: Office of Policy Analysis and Research
Prepared in 2001
Reports on distance education courses and enrollments

20) Trends in Enrollment

Contact: Office of Policy Analysis and Research
Published in Spring 2001
Reports data regarding fall 2000 full-time equivalent and headcount enrollment

21) Trends in Degrees Conferred

Contact: Office of Policy Analysis and Research
Published in Fall 2001
Reports on degrees conferred in 2000-01 by discipline, level, race and gender

22) The New Freshman Class

Contact: Office of Policy Analysis and Research
Published in Spring 2001
Provides demographic data about fall 2000 new freshmen entering the UW System

23) Student Financial Aid

Contact: Office of Policy Analysis and Research
Published in Fall 2001
Offers information regarding the types and quantities of financial assistance received by UW students in 2000-01

24) Access to the UW System for Wisconsin High School Graduates

Contact: Office of Policy Analysis and Research
Published in October 2000
Provides detailed information regarding access to UW institutions

25) Graying of the Faculty in the UW System

Contact: Office of Policy Analysis and Research
Published in April 1999
Focuses on the age distribution of UW faculty members

26) Transfer Students

Contact: Office of Policy Analysis and Research
Published in May 1998
Offers detailed information about students who transfer to and between UW institutions

27) New Freshman Outcomes: Retention and Graduation

Contact: Office of Policy Analysis and Research
Published in June 2000
Provides detailed information regarding the retention and graduation of UW students

28) Access to the UW System: Service Rates by Family Income

Contact: Office of Policy Analysis and Research
Published in June 2001
Provides information on applications, admissions, and enrollments of new freshmen by family income level

29) Industrial and Economic Development Research Report

Contact: Office of Budget and Planning
Presented to the Board of Regents in November 2001
Provides information on projects supported with industrial and economic development research funds

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Table 1
University of Wisconsin System
Fall Instructional Workload

		UW-Madison*			UW-Milwaukee		
		FA	IAS	GA	FA	IAS	GA
Weekly Group Contact Hours:	**2000**	6.0	7.2	8.9	8.3	14.7	9.1
	1999	5.8	6.8	8.9	8.7	12.7	9.3
	1998	6.0	7.1	9.3	8.1	11.3	9.9
	1997	6.3	7.4	10.0	8.7	13.4	10.0
	1996	6.4	8.1	10.7	7.6	13.2	10.9
Avg. Student Credit Hours:	**2000**	197	212	130	182	342	183
	1999	193	201	137	181	320	190
	1998	198	202	145	174	296	187
	1997	199	210	150	180	297	182
	1996	195	207	153	169	271	200
Avg. Group Instruction:	**2000**	1.9	1.9	0.8	2.5	4.2	1.0
(Primary Section)	**1999**	1.9	1.9	0.9	2.5	3.8	1.0
	1998	1.9	1.9	1.0	2.5	3.6	1.0
	1997	2.0	1.9	0.9	2.7	4.2	0.9
	1996	2.0	2.0	1.0	2.4	4.0	1.3
Avg. Individual Instruction:	**2000**	5.7	3.8	0.2	3.0	4.3	0.0
(Enrollment)	**1999**	5.9	3.5	0.2	3.2	3.8	0.3
	1998	5.6	3.7	0.8	3.3	3.9	0.1
	1997	5.6	4.6	0.6	3.5	5.0	0.0
	1996	5.4	4.7	0.6	3.2	4.6	0.1

		UW Comprehensives			UW Colleges		
		FA	IAS	GA	FA	IAS	GA
Weekly Group Contact Hours:	**2000**	11.6	14.8	0.8	13.9	25.6	0.0
	1999	11.6	14.2	0.9	13.6	22.4	0.0
	1998	11.8	14.1	0.6	14.0	22.3	0.0
	1997	12.1	15.0	0.4	15.3	20.5	0.0
	1996	12.1	14.6	1.0	15.4	20.5	0.0
Avg. Student Credit Hours:	**2000**	284	357	4	280	379	0
	1999	287	350	6	282	372	0
	1998	292	346	4	261	363	0
	1997	289	350	2	239	321	0
	1996	294	351	14	237	325	0
Avg. Group Instruction:	**2000**	3.3	4.6	0.1	3.9	8.3	0.0
(Primary Section)	**1999**	3.4	4.4	0.1	3.9	7.1	0.0
	1998	3.4	4.3	0.1	4.0	7.2	0.0
	1997	3.4	4.5	0.1	4.0	6.2	0.0
	1996	3.5	4.5	0.1	4.0	6.2	0.0
Avg. Individual Instruction:	**2000**	3.8	4.5	0.0	0.1	1.0	0.0
(Enrollment)	**1999**	4.0	5.1	0.0	0.4	0.8	0.0
	1998	4.0	5.3	0.0	0.3	0.6	0.0
	1997	4.0	5.4	0.0	0.2	0.7	0.0
	1996	3.9	5.2	0.2	0.4	1.0	0.0

*Excludes UW-Madison's Law, Med, and Vet Med.
FA = Faculty IAS = Instructional Academic Staff GA = Graduate Assistant

Table 2
University of Wisconsin System
Enrollment of Non-Traditional Students

		1992	1994	1996	1998	2000	2001
UW-Eau Claire	Undergraduate	1,363	1,226	1,098	891	774	850
	Graduate	608	512	490	549	408	433
UW-Green Bay	Undergraduate	1,460	1,646	1,374	1,375	1,170	1,281
	Graduate	253	222	238	241	262	336
UW-La Crosse	Undergraduate	838	893	866	761	611	598
	Graduate	741	585	498	628	702	911
UW-Madison	Undergraduate	4,416	4,361	3,874	3,103	2,604	2,540
	Graduate	9,278	9,058	8,441	7,856	7,772	7,851
UW-Milwaukee	Undergraduate	6,805	6,750	6,027	5,537	4,903	4,992
	Graduate	4,095	4,004	3,842	3,833	3,654	3,527
UW-Oshkosh	Undergraduate	1,701	1,701	1,556	1,481	1,354	1,382
	Graduate	1,418	1,402	1,514	1,682	1,480	1,437
UW-Parkside	Undergraduate	1,755	1,745	1,502	1,255	1,303	1,298
	Graduate	133	210	180	151	130	109
UW-Platteville	Undergraduate	859	767	747	457	621	628
	Graduate	348	273	261	214	212	218
UW-River Falls	Undergraduate	865	848	735	537	502	446
	Graduate	506	492	357	332	360	371
UW-Stevens Point	Undergraduate	1,479	1,467	1,344	1,215	1,013	1,064
	Graduate	751	614	487	465	393	344
UW-Stout	Undergraduate	1,033	1,157	1,088	1,015	839	886
	Graduate	597	606	558	565	503	589
UW-Superior	Undergraduate	803	697	712	695	731	642
	Graduate	496	439	488	368	338	370
UW-Whitewater	Undergraduate	1,244	1,267	1,268	1,164	1,007	981
	Graduate	1,539	1,422	1,113	1,030	1,047	1,011
UW Colleges	Undergraduate	4,674	4,207	3,321	3,137	3,468	4,041
UW System Total	Undergraduate	29,295	28,732	25,512	22,623	20,900	21,629
	Graduate	20,763	19,839	18,467	17,914	17,261	17,507

Table 3
University of Wisconsin System
Distance Education Course Offerings

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
UW-Eau Claire	26	19	57	57	57	60
UW-Green Bay	5	25	10	21	27	49
UW-La Crosse	6	11	13	18	23	29
UW-Madison	6	56	70	97	122	132
UW-Milwaukee	43	20	16	32	33	43
UW-Oshkosh	6	20	19	28	38	56
UW-Parkside	2	0	6	19	16	15
UW-Platteville	10	6	10	9	17	43
UW-River Falls	14	5	6	5	13	11
UW-Stevens Point	19	22	25	39	42	51
UW-Stout	12	39	48	46	61	84
UW-Superior	14	12	13	10	11	14
UW-Whitewater	6	7	12	17	27	44
UW Colleges	12	19	17	41	64	98
UW System Total	181	261	322	439	551	729

Table 4
University of Wisconsin System
Distance Education Course Enrollments

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
UW-Eau Claire	503	867	1,247	752	652	563
UW-Green Bay	40	43	126	194	283	456
UW-La Crosse	22	75	94	134	127	114
UW-Madison	1,320	1,716	2,150	2,771	4,126	8,507
UW-Milwaukee	61	191	125	258	411	1,193
UW-Oshkosh	109	220	245	377	488	769
UW-Parkside	11	0	16	106	80	48
UW-Platteville	351	132	116	81	209	447
UW-River Falls	138	80	60	114	110	126
UW-Stevens Point	346	455	356	705	642	805
UW-Stout	402	834	793	851	715	1,187
UW-Superior	62	56	43	52	37	117
UW-Whitewater	58	105	155	233	779	1,253
UW Colleges	114	247	286	809	1,590	2,231
UW System Total	3,537	5,021	5,812	7,437	10,249	17,816

Table 5
University of Wisconsin System
First to Second Year Retention Rates at Institution Where Started
for First-time, Full-time, New Freshmen

	Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	2,031	76.0	2,160	76.7	2,138	79.2	2,002	79.7	2,078	78.3
UW-Green Bay	939	71.2	895	69.6	946	69.0	879	73.2	929	74.2
UW-La Crosse	1,720	79.6	1,700	81.8	1,740	81.7	1,631	82.4	1,609	84.0
UW-Madison	5,394	90.8	5,828	90.8	5,548	91.4	5,520	91.6	5,636	90.9
UW-Milwaukee	2,033	70.9	2,272	72.2	2,513	69.9	2,694	71.4	2,663	74.0
UW-Oshkosh	1,501	70.8	1,719	72.8	1,894	73.5	1,834	70.8	1,624	72.0
UW-Parkside	606	60.3	726	65.2	790	61.3	811	62.3	747	60.8
UW-Platteville	933	76.4	978	75.0	1,118	78.7	1,093	76.5	958	74.9
UW-River Falls	1,149	72.7	1,144	75.6	1,199	77.1	1,104	75.2	1,096	73.1
UW-Stevens Point	1,555	74.2	1,527	71.7	1,503	76.0	1,490	74.9	1,518	76.2
UW-Stout	1,275	73.7	1,241	74.0	1,333	73.5	1,317	76.8	1,307	74.9
UW-Superior	308	66.8	326	62.2	376	60.3	406	67.7	395	64.6
UW-Whitewater	1,825	79.1	1,881	76.0	1,901	75.6	1,877	74.0	2,052	74.3
UW System Total	21,269	78.2	22,397	78.5	22,999	78.5	22,658	78.7	22,612	78.8

Table 6
University of Wisconsin System
Six-Year Graduation Rates at Any UW Institution
for First-time, Full-time, New Freshmen

	Fall 1991		Fall 1992		Fall 1993		Fall 1994		Fall 1995	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	1,756	62.2	1,853	61.4	1,865	61.2	2,078	60.2	2,019	63.1
UW-Green Bay	774	50.2	780	52.7	703	58.0	784	55.3	779	54.9
UW-La Crosse	1,648	55.1	1,486	61.1	1,695	58.9	1,497	60.3	1,731	62.6
UW-Madison	4,581	75.7	4,390	75.9	4,585	76.9	4,644	77.9	5,101	78.3
UW-Milwaukee	1,878	38.5	1,614	37.1	1,712	38.2	1,590	41.6	1,785	42.8
UW-Oshkosh	1,410	50.7	1,461	52.9	1,465	54.0	1,349	53.1	1,487	53.8
UW-Parkside	627	31.5	633	30.9	668	37.4	668	34.1	637	35.7
UW-Platteville	986	58.7	878	61.3	917	62.7	922	57.1	926	56.2
UW-River Falls	1,022	46.4	1,009	50.9	838	51.9	984	51.0	957	51.8
UW-Stevens Point	1,494	61.0	1,388	62.1	1,359	60.9	1,347	61.6	1,474	62.6
UW-Stout	1,158	47.3	988	50.2	1,023	54.8	1,067	44.7	1,133	44.4
UW-Superior	443	29.5	350	39.1	323	38.6	272	43.3	288	37.5
UW-Whitewater	1,765	56.3	1,746	55.2	1,823	54.7	1,673	55.2	1,856	58.1
UW System Total	19,542	56.9	18,576	58.5	18,976	59.5	18,875	59.3	20,173	60.5

Table 7
University of Wisconsin System
Bachelor's Degree Recipients who Studied Abroad
as a Proportion of all Bachelor's Degree Recipients

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
UW-Eau Claire	5.4%	7.4%	5.4%	9.0%	8.9%	10.2%	14.9%
UW-Green Bay	2.3%	1.9%	2.1%	3.6%	4.8%	4.0%	5.4%
UW-La Crosse	4.5%	4.6%	4.4%	4.1%	5.2%	5.8%	6.7%
UW-Madison	6.9%	8.1%	8.7%	8.3%	8.8%	9.6%	12.5%
UW-Milwaukee	1.2%	3.1%	3.9%	4.0%	4.6%	5.0%	4.9%
UW-Oshkosh	0.7%	0.9%	0.8%	2.3%	2.2%	2.3%	3.0%
UW-Parkside	0.0%	0.0%	0.4%	0.4%	0.8%	0.9%	0.2%
UW-Platteville	0.4%	0.3%	0.1%	0.2%	0.4%	0.7%	2.3%
UW-River Falls	4.2%	5.6%	5.2%	5.1%	5.5%	4.6%	3.6%
UW-Stevens Point	5.1%	6.4%	10.4%	10.6%	11.8%	14.9%	14.2%
UW-Stout	2.3%	3.4%	3.5%	4.3%	3.6%	4.9%	6.4%
UW-Superior	0.0%	0.0%	0.0%	0.6%	0.3%	0.6%	1.8%
UW-Whitewater	0.2%	0.4%	0.3%	0.6%	0.7%	1.1%	2.4%
UW System Total	3.7%	4.6%	5.0%	5.4%	5.9%	6.6%	8.2%

Includes only full-semester study abroad opportunities.

Table 8
University of Wisconsin System
Students Studying Abroad
Unduplicated Annual Headcount

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
UW-Eau Claire	139	240	285	281	285	310	327
UW-Green Bay	101	140	107	122	132	83	146
UW-La Crosse	57	87	93	121	86	95	175
UW-Madison	455	577	631	631	757	729	795
UW-Milwaukee	146	228	202	252	220	184	238
UW-Oshkosh	42	66	45	62	47	163	189
UW-Parkside	0	0	0	0	0	0	0
UW-Platteville	0	0	0	0	411	672	646
UW-River Falls	77	23	45	118	98	86	57
UW-Stevens Point	188	257	318	314	346	412	424
UW-Stout	41	66	65	63	72	72	110
UW-Superior	0	0	2	0	14	13	11
UW-Whitewater	5	13	9	3	1	46	94
UW Colleges	0	0	0	0	0	0	2
UW System Total	1,251	1,697	1,802	1,967	2,469	2,865	3,212

Includes both partial and full-semester study abroad opportunities.

Table 9
University of Wisconsin System
Average Attempted Credits to Degree
for First Bachelor's Degree Recipients who Started as New Freshmen at any UW Institution

	1984-85	1993-94	1996-97	1998-99	2000-01
UW-Eau Claire	145	147	144	142	140
UW-Green Bay	138	139	140	138	135
UW-La Crosse	149	154	150	145	143
UW-Madison	143	136	132	130	127
UW-Milwaukee	148	148	152	148	144
UW-Oshkosh	149	152	151	148	146
UW-Parkside	143	146	145	140	140
UW-Platteville	150	153	152	150	148
UW-River Falls	152	149	142	139	136
UW-Stevens Point	146	149	145	143	141
UW-Stout	145	152	149	146	144
UW-Superior	149	153	145	142	140
UW-Whitewater	141	143	140	141	140
UW System Total*	145	145	143	140	137

*The UW System Total is a weighted average of institutional credits.

Technical Notes

General

- Unless otherwise specified, UW System Administration is the source of the data and information presented in this report.
- In order to ensure comparability to national normative data, the analysis of UW surveys follows the methodology established by the survey provider.
- The National Survey of Student Engagement (NSSE), conducted by the Center for Post-Secondary Research and Planning at Indiana University, was administered in spring 2001 to campus-based random samples of UW freshmen and seniors. Comparison data were drawn from the National Survey of Student Engagement's normative report for public four-year higher education institutions.
- For survey data, determination of statistical significance is based on calculation of the 95% confidence interval of a given sample estimate for each survey question. A 95% confidence interval sets the limits between which the sample estimates are likely to fall 95% of the time. Only when the normative data fall above or below these limits are they considered statistically significant.

Section I

State GPR Allocations
Source: Wisconsin Taxpayers Alliance
High School Graduation Projections
Source: WICHE (Western Interstate Commission for Higher Education)
Bachelor's Degree Attainment
Source: U.S. Census Bureau. Educational Attainment in the United States: December 2000 Update
Median Family Income
Source: U.S. Department of Commerce
Economic Impact
Source: UW-Madison School of Business. *Economic Impact of the University of Wisconsin System*. April 1997. (updated)

Goal I

Service Rate
Service rate data broken out by race/ethnicity includes Wisconsin public high school graduates and Wisconsin immediate new freshmen from public high schools
Source: Wisconsin Department of Public Instruction (high school graduates)
Non-Traditional Students
Includes students age 25 and older at the doctoral and comprehensive universities and those age 22 and older at the UW Colleges who enrolled in either GPR-funded courses or university credit courses funded through UW-Extension's outreach program
Pre-College Programs
Pre-college program data do not include Multicultural Center for Educational Excellence (MCEE) pre-college workshops
Continuing Education
Source: UW-Extension

Goal II

Retention and Graduation Rates
Includes students who were full-time students (12 or more credits) during the first semester of enrollment
National Second-Year Retention Rate
The most recent available rate is for the fall 1999 new freshman cohort at public four-year institutions
Source: ACT National College Dropout and Graduation Rate Survey
National Six-Year Graduation Rate
The most recent available rate is for the fall 1994, full-time new freshman cohort at public four-year institutions.
Source: National Center for Education Statistics (NCES).

Goal III

Professional Nursing Programs National Council Licensure Examination
Source: National Council of State Boards of Nursing, Inc.
Uniform CPA Examination
Source: Continental Testing Services, Inc.
Graduate Record Examination
Means provided for institutions with 25 or more test takers
Source: Educational Testing Service
Medical College Admissions Test
Means provided for institutions with 5 or more test takers
Source: Association of American Medical Colleges

Goal VI

Survey of Technology Resources
Source: UW-Extension, Wisconsin Survey Research Laboratory
Administrative Costs
Source: IPEDS (Integrated Postsecondary Educational Data System)
Credits to Degree
Calculations based on attempted credits of first-time UW Bachelor's degree recipients who started in the UW System as new freshmen and started at any UW institution

Achieving Excellence at UW Colleges

The goals and measures presented below are intended to provide a description of the many ways in which UW Colleges is achieving excellence. UW Colleges has selected several measures that are reflective of its specific institutional mission and values. These unique campus-specific measures are useful as a means of providing context to the performance on the common measures.

Goal I

Provide Access to Higher Education for the Citizens of Wisconsin

Systemwide Measure: Progress toward enrollment targets

UW College Enrollments

Year	Actual	Target	% +/- Target
1996	6,029	7,538	-20.0%
1997	6,130	7,538	-18.7%
1998	6,935	7,538	-8.0%
1999	7,700	7,538	+2.1%
2000	7,994	7,835	+2.0%
2001	8,540	8,155	+4.7%

Additional Measures

The UW Colleges has increased its FTE enrollment by 42% since 1996 and has succeeded in meeting its target for 1999, 2000 and 2001.

Online Distance Education Enrollment

In 1998, the UW Colleges began offering online distance education courses. The enrollments have grown dramatically as shown below. In fall 2001, the institution received approval from the North Central Association to offer its Associate Degree online and now has all courses in place for matriculating students.

Fall Semester	Enrollment	# of courses
1998	60	3
1999	239	9
2000	467	16
2001	500	22

Pre-college Program Enrollment

Enrollment in pre-college programs has more than doubled since the base year of measurement in 1998 when the UW Colleges had 223 individuals participating. In 2000, 509 students participated in pre-college programming across our campuses.

Adult Student Enrollment

Through the effective use of DIN funds which allowed each campus to hire a half-time returning adult student advisor, targeted marketing and collaborations with UW baccalaureate institutions, the Colleges succeeded in increasing its enrollment of adult students by 20% in fall 2001 as compared to fall 2000.

Fall Semester	HC-22 and Older	% Change From Prior Fall
1997	3,106	
1998	3,124	0.6%
1999	3,345	7.1%
2000	3,329	-0.05%
2001	4,006	20.3%

Enrollment of Students of Color

Since the base year of measurement in 1998, enrollments of students of color have increased in the Colleges each year.

Fall Semester	HC	% Change From Prior Fall
1998	463	
1999	520	+12.3%
2000	586	+12.7%
2001	771	+31.6%

Goal II

Provide academic support services that facilitate academic success

Systemwide Measure: Progress toward retention targets

The Systemwide Measure does not apply to UW Colleges.

Additional Measures

Retention of New Freshman Cohorts to the2nd Year

As the UW Colleges evaluates its retention rates from the first to the second year of enrollment, the institution is not only interested in tracking those students who remain at the Colleges but also those who are enrolled at any other UW institution. As the table indicates, approximately 11% of new freshman students who are no longer at the UW Colleges at the beginning of their second year are at another UW institution.

Fall Semester	At UW Colleges		At Any UW Institution	
	Sem. 1	Sem. 3	Sem. 1	Sem. 3
1996	100%	51.5%	100%	63.9%
1997	100%	53.3%	100%	64.8%
1998	100%	54.5%	100%	65.7%
1999	100%	52.3%	100%	62.9%
2000	100%	53.2%	100%	64.3%

Retention of New Freshmen Cohorts to the 2nd Year by Age

The table below indicates the retention rate of fall term new freshmen to the2nd year at the UW Colleges by age. As the table indicates, the Colleges are retaining students aged 22 and over at a somewhat lower rate than those under 22.

Fall Semester	Age	Retained
1996	<22	49.2%
	22 and up	52.8%
1997	<22	51.4%
	22 and up	47.3%
1998	<22	52.9%
	22 and up	49.2%
1999	<22	51.2%
	22 and up	48.5%
2000	<22	52.3%
	22 and up	46.7%

Combined 5th Year Graduation and 6th Year Retention Rates for UW Colleges Students Who Transferred to a UW Four-Year Institution by Student Classification at the Time of Transfer

The table below indicates the combined graduation and retention rates for UW Colleges students who transferred to other UW institutions. This is another measure of the success of the UW Colleges at preparing students to complete a baccalaureate education.

Transfer Cohort	Freshmen	Sophomores	Upperclassmen
1990	64%	73%	83%
1991	58%	72%	82%
1992	58%	71%	81%
1993	57%	70%	80%
1994	65%	68%	80%

Retention Initiatives Undertaken by the UW Colleges

- Advising Initiative
  Three year initiative, begun in 2000-2001 to improve advising on the campuses.
- Returning Adult Student Advisors
  Half-time positions established on each campus to meet the advising needs of returning adults.
- Learning Community Development
  Ongoing initiative to establish learning communities on Colleges' campuses.
- Freshmen Seminars
  Ongoing initiative to increase the number of freshmen seminars on the campuses.
- GISE Grants
  Grant Initiative for Student Engagement: UW Colleges grant program to address the development of learning communities, freshmen seminars and new pedagogies for diverse students.

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Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure: Student Involvement in Planned Out-of Classroom Activities that Promote Learning and Good Citizenship. Assessment of Success in This Area is Evaluated by Comparisons to National Benchmarks.

The Systemwide Measure does not apply to UW Colleges (2-year colleges are not included in NSSE).

Additional Measures

Use of new technologies in the classroom

The UW Colleges has worked to include appropriate technology in the classroom to foster student learning. The following has been accomplished since 1996:

- establishment of 36 new smart classrooms;
- increased use of Blackboard by faculty to web-enhance 660 on-campus courses;
- installation of 24 new compressed video classrooms to allow lower enrollment courses to be offered across campus sites;
- growth of compressed video from 6 in fall 1998 to 21 courses in spring 2002.

Assessment of Student Learning and Institutional Effectiveness

The UW Colleges Assessment process occurs in two-year cycles, the last of which was 1999-2001. During this time assessment activities were conducted on three levels: course, program/degree and institutional effectiveness. The major focus of this assessment is student acquisition of discipline-based breadth of knowledge (content) outcomes and institution-wide proficiencies at the course level. The Colleges has three major areas of proficiency: Clear and Logical Thinking; Effective Communication; and Aesthetic Response. In 2000-2001, using a variety of assessment techniques, the academic departments determined that 36% of assessed students exceeded the expectations on proficiency attainment, 38% met those expectations and 26% did not meet the expectations. These assessment results then feedback into course level pedagogy to improve students' abilities to meet the expectations of the proficiencies.

Survey of Students

While the Colleges will participate in the Community College Survey of Student Engagement (the version of the NSSE for two-year institutions) this spring, we have surveyed our students in fall 2001 as part of our Higher Learning Commission of the North Central Association self-study. A total of 1,294 students were surveyed in areas such as Academic Advising, Tutoring, Student Activities, Campus Facilities, and Financial Aid. The results are now being analyzed; the institution intends to use them to improve institutional effectiveness in fostering learning and personal growth.

Study Abroad Opportunities

While the UW Colleges has offered non-credit study abroad opportunities for sometime, we have begun to establish institution-wide credit study aboard programs that we feel are appropriate to our student body. In 2000-2001 the following courses were offered: Earth Science and Art in Italy; Intensive Spanish in Costa Rica; and Rainforest and Coral Reef Ecology in Belize. The Colleges partnered with UW-Whitewater to offer our students the Spanish language opportunity in Costa Rica. In 2001-2002, we are again offering the Rainforest and Coral Reef Ecology course as well as a course in the Culture, History & Archaeology of the Yucatan Peninsula. Most of these courses have a sizeable online component that is completed here in the United States that both prepares students for the trips and helps them integrate their experiences afterward.

Individual campuses also offer study abroad credit opportunities for their students. UW-Sheboygan is sponsoring a trip to Italy. UW-Waukesha is including a study abroad one-credit option as an addition to a three-credit history course.

Multiculturalism in the Curriculum

Multiculturalism in the curriculum is fostered in a number of ways, one of which is by the Ethnic Studies requirement of the Associate of Arts and Science Degree. The number of sections of ethnic studies courses offered each year and the number of students enrolled is indicated below.

Year	# of Sections	# of students
1997-1998	287	4,773
1998-1999	266	5,259
1999-2000	149*	2,859
2000-2001	216	4,014

*In fall 1999 we modified the definition of an ethnic studies course and some courses became ineligible for that designation.

Learning Communities

There is at least one learning community offered each semester on each of our thirteen campuses. These learning communities link 2-3 classes through interdisciplinary seminars or team-teaching to promote integration across disciplinary and course boundaries. Equally important, learning communities foster a sense of community between and among instructors and students. The UW Colleges has been among the leaders in this national movement development.

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure: Progress toward credits to degree targets

The Systemwide Measure does not apply to UW Colleges.

Yearly Institutional Priorities

The Chancellor, in consultation with appropriate institutional constituencies, develops institutional priorities for each academic year. These priorities drive decisions regarding budgeting, management, staffing and new initiatives. This process allows the institution to channel its resources effectively and efficiently into the activities which have, via strategic planning, been determined to be those of greatest importance.

Utilization of Technology

Implementation of Common Microsoft Environment

Given the geographical dispersion of the UW Colleges, efficient electronic communication is critically important. The development of a common Microsoft Exchange environment across the 13 campuses and the central office has:

- allowed replacement of many paper forms with electronic ones;
- decreased dramatically the reliance on phone usage and so has decreased cost;
- allowed efficient and effective document transmission through attachments;
- allowed remote "fix" procedures to reduce staff time in computer upgrades and maintenance;
- increased the security of the user desktop environment.

Allocation of Resources

UW Colleges has developed effective processes for allocating instructional and non-instructional staff positions. These individual processes are being brought into alignment with the annual and biennial budget cycles so that decisions can be made within the overall context of the budget and the institutional priorities established by the Chancellor.

UW Colleges has increased its budgeted tuition revenue base by 60% since 1996-97 through a combination of enrollment increases, tuition pricing adjustments, and differential pricing of its online program. Revenue has been used for staff and infrastructure to support non-traditional/adult markets, faculty salary improvement, and other initiatives to provide future institutional stability.

Data Driven Management Decision-Making

In order to provide the Colleges with up-to-date, relevant, and appropriate data for decision-making, an institutional research function was established in 1998. The creation of research databases, for example, has allowed the institution to identify subpopulations of students across the Colleges and by individual campuses and to track retention of these subpopulations longitudinally. We now can identify the time in students' educational careers with the Colleges when they are at greatest risk for nonretention. We have found that largest loss of students occurs from the first to the second year with the Colleges for most subpopulations. In response, campuses have developed advising initiatives and educational programs to target this particular transition period.

Retention of Probationary Faculty

The Colleges have been very successful at retaining faculty as demonstrated in the table below.

Year	# hired	# retained	% retained
1996	1	1	100%
1997	7	7	100%
1998	13	11	85%
1999	12	12	100%
2000	29	25	86%
2001	23	23	100%
Total	85	79	93%

Facilities Maintenance

With the help of UW System staff, UW Colleges campuses have been leaders in improving energy efficiency through the Wisconsin Energy Initiative Phase 3 program. By the end of 2002, all 13 campuses will have undergone major engineering improvements to reduce energy use through the WEI-3 program.

Building superintendents, who oversee the physical plant of each UW Colleges campus, have established an executive group which coordinates professional development and skill-building activities of physical plant personnel. UW Colleges has budgeted funds for physical plant staff professional development for the last two years.

The building superintendent executive group is reviewing alternatives for a common networked work order and preventative maintenance tracking system.

Utilization of Physical Resources

UW Colleges campuses have been very effective in improving the use of their facilities. Since 1995, campus administrative and faculty leaders have influenced local governments to build over $66 million in new and improved facilities designed specifically to enhance and support undergraduate learning and student services programs. This locally sponsored construction has brought with it almost $15 million in funding for movable equipment and furniture from the State of Wisconsin, allowing UW Colleges to increase and improve its physical resource base dramatically.

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